

## Français IIIA: Performance Assessment - Childhood Unit

Project due \_\_\_\_\_

Objective: To demonstrate your understanding of the grammar concepts in this unit and to practice using the vocabulary you learned, you will create a "Childhood Scrapbook".

Scenario: You have met a new relative whose children speak French. They are very interested in what you were like as a child. You are also curious, so you ask your mother and other family members questions about your early days. You decide to create a SCRAPBOOK in French to entertain the children and make them feel at home. It will also be a good "keepsake" to show your own children someday!

### Procedures:

1. You will select 6-8 of your own infant/childhood pictures. Scan your pictures and save them so that you will be able to manipulate them using a Word program\*. Some clip art may also be used to embellish the Scrapbook.

2. Talk to family members about your early years. Then, brainstorm and create a web of descriptive words to use for the project. (Characteristics and verbs that apply to children, favorite foods, activities, locations, etc). Use a dictionary for any additional vocabulary you may need. This word web must be included with your final project.

3. Design and complete a scrapbook using the vocabulary and the grammar you learned in this unit (imperfect tense, and passé composé if necessary) to describe the pictures.

Example: "Je mangeais du gateau parce que c'était mon anniversaire. J'avais 5 ans. J'étais très content.

\*The project must be typed. Please do not use your original pictures; copies only, please!

Rubric for Childhood Scrapbook:

Score	Criteria
4	Student followed all directions for the assignment. Scrapbook contains six or more captioned pictures with extensive and mostly accurate use of targeted structures(imparfait) and rich variety of vocabulary. There are few or no spelling errors.
3	Student followed all directions for the assignment. Scrapbook contains six or more captioned pictures with frequent and mostly accurate use of targeted structures (imparfait) and good variety of vocabulary. Some spelling errors.
2	Student did not follow all directions for the assignment and/or the assignment is partially complete with less than six captioned pictures. There is somewhat accurate use of targeted structures (imparfait) and a basic to limited variety of vocabulary. Spelling errors occasionally interfere with comprehension.
1	Student did not follow all directions for the assignment and/or there is minimal completion of the task with less than six captioned pictures. There is minimal use of targeted structures (imparfait) and a limited variety of vocabulary. Many spelling errors that interfere with comprehension.

Français III: Alternate Performance Assessment -  
Childhood Unit

Project due \_\_\_\_\_

Objective: To demonstrate your understanding of the grammar concepts in this unit and to practice using the vocabulary you learned, you will create an audio soundtrack of your childhood. You will select 6-8 songs that you feel represent different moments of your infancy/childhood/life up to now and compile them into a CD or tape. You will also create an appropriate CD or Tape cover and liner notes that explain why the songs apply to you. Please read the requirements for details:

- Your liner notes must be in French, and they need to explain why each song or its lyrics applies to a particular phase of your childhood. You should use vocabulary and grammar learned in this unit (the imperfect tense and passé composé when appropriate).

Exemples: 1) La chanson "Ne me quitte pas", de Jacques Brel : Quand j'étais un petit bébé, je n'aimais pas quand ma mère quittait ma chambre. Je voulais beaucoup d'attention et aussi, j'avais peur des monstres ! »

2) Chanson : L'empereur, sa femme et le petit prince » : Quand j'avais 8 ans, j'aimais lire la conte « Les nouveaux vêtements de l'empereur », et quand j'avais 16 ans, dans ma classe de français, nous avons lu « Le Petit Prince » (de St. Exupéry).

- You must :
  - Make a creative, relevant CD cover with the title or subtitle « Le Soundtrack de l'enfance de \_\_\_\_ (your name) ».
  - Include a song list with artists. You must use 6-8 songs (in French or English), and the songs should be appropriate for school.
  - Include liner notes with 2-3 lines in French for each song.
  - Type all written text (CD cover may be computer created or hand drawn.)
  - Turn in a rough draft by \_\_\_\_\_. Project due: \_\_\_\_\_

**RUBRIC for Soundtrack project:**

	<b>American Idol Wannabe</b>	<b>Not Yet ready for prime Time...but working on it!</b>	<b>Grammy Time!</b>
<b>Required elements :</b>	<b>1-4 pts</b>	<b>5-8 pts</b>	<b>9-10 pts</b>
<ul style="list-style-type: none"> <li>o CD cover</li> <li>o Song list with artists</li> <li>o 6-12 appropriate songs</li> <li>o liner notes in French for each song</li> <li>o all text typed</li> </ul>	Missing more than one element	Missing one element	All elements present
<b>Creativity and Style:</b>	<b>1-4 pts</b>	<b>5-8 pts</b>	<b>9-10 pts.</b>
<ul style="list-style-type: none"> <li>o Evidence of original and creative style</li> <li>o Neat and legible</li> </ul>	No evidence of creative effort in design, layout, and style; text is sloppy and illegible; pencil marks or tape present	Moderate degree of creative effort; a little more time and effort would have improved the final product; some original ideas; all text is neat and legible; no pencil marks or tape	Highly creative in design, layout, and style; original ideas; all text is neat and legible; no pencil marks or tape
<b>Content:</b>	<b>1-20 points</b>	<b>21-28 points</b>	<b>28-30 points</b>
<ul style="list-style-type: none"> <li>o Effective use of vocabulary</li> <li>o Accurate grammar and syntax</li> <li>o Excellent spelling and accentuation</li> </ul>	Limited, narrow scope of vocabulary; frequent errors/strongly influenced by English single words; choppy delivery; difficult to follow main idea; uses incorrect words to communicate ideas; makes repeated errors in syntax, spelling and/or agreement)	Uses a variety of vocabulary; few difficulties with word/phrase selection; communicates ideas well with words and phrases; employs good syntax and agreement with few errors in spelling	Uses a wide variety of vocabulary and creative expressions; no difficulties with word/phrase selection; employs excellent grammar and spelling with very few or no errors